

# Nevada's Pre-Kindergarten Standards

## GUIDEBOOK FOR FAMILIES



### Part 3:

### Social Studies

December 2007

# ***GUIDEBOOK FOR FAMILIES***

## ***SOCIAL STUDIES***

### **Nevada's Pre-Kindergarten Standards**

**December 2007**

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## Introduction

Nevada's Pre-Kindergarten Standards are a joint effort supported by the Nevada Department of Education's Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, as well as the State of Nevada, Department of Human Resources, Welfare Division, Child Care Assistance Department and the Child Care and Development Fund. These agencies have been challenged by the *Good Start, Grow Smart* initiative to work together to develop standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool.

These standards should be understood as what children may know by the end of preschool before entering kindergarten. It is important to understand that if your child does not meet the standards, this does not mean they will be ineligible or unsuccessful in kindergarten or beyond. These standards are guides that can be used with all children in any early education setting such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-K programs.

Social-emotional growth and learning develop through interactions with others and are interconnected to other domains, such as cognitive and physical development. Social relationships between adults and children have a powerful positive impact on children's development. Children first learn about themselves and about how to behave in society from their families, but they are also influenced by peers and other adults. As a parent, you have a very important role in your child's social and emotional development. In this role, you are able to work with your child's teachers in providing emotionally warm and positive environments at home and in pre-k environments. The most beneficial environments are those that nurture positive self-concept, independence, and self control which, in turn, contribute to a more successful learning environment for your children.

One important point to remember is that all children develop differently. All children, no matter what their level, should be valued and respected. Parents who value the individual differences of their children will have the necessary beginning skills to be very successful first teachers. The following is a guidebook parents can use to learn more about Nevada's Pre-K Standards and to help with guiding children as they develop social-emotional skills.

As a parent, you can use this handbook as one among many tools for getting your child ready for kindergarten and beyond. The following is a list of the goals associated with Nevada's Pre-K Social Studies Standards:

- To support and promote children's self-confidence and self-direction;
- To encourage children to express and identify their feelings;
- To give children the skills to persevere and maintain their focus; and
- To develop positive relationships with individuals and the community;

**Note to parents:** Each of the following pages contains a Pre-K Social Emotional standard. The numbers for each standard match the original Pre-K Content Standards document, but are reworded in this manual for simplicity purposes. Many of the activities suggested in this guidebook can be found on the Virtual Pre-K website and can be accessed through: <https://www.virtualpre-k.org/>

## SOCIAL-EMOTIONAL DEVELOPMENT

Engaging in activities that help develop independence, self-expression, and persistence.

### *Pre-K Standard 1.0 (Self-Confidence)*

#### **Your child may begin to:**

- Be more independent when choosing activities.
- Use materials that help express individuality.
- Express ideas about activities.
- Talk about and express actions and accomplishments.
- Start a task again or activity after experiencing disappointment or failure.

#### ***Tips to help your child develop independence, self-expression, and persistence:***

- Encourage your child to express likes or dislikes.
- Communicate with your child at eye level.
- Ask your child about opinions and ideas.
- Give your child opportunities to interact with others.
- Give your child the chance to take responsibility for daily tasks.
- Show confidence in your child trying new activities.
- Comment on what you observe him/her doing.
- Offer safe choices but allow your child to experience natural consequences within safe limits.



#### **Family Activity:** “I Can Do it Jar”

*(Virtual Pre-K, All About Me, Lesson 5A)*

**Supplies:** Recycled jar, several sheets of paper, rubber band, scissors, pen or marker

Cover the top of the jar with a square of paper and secure it with the rubber band. Cut a slit in the paper with scissors. Then make a label for the jar that says, “I Can Do It!,” and cut the other sheets of paper into strips. When your child learns a new skill, write it on a strip of paper and let him/her drop it into the jar. Skills could include squeezing his/her own toothpaste and brushing teeth, putting on socks and shoes, laying out clothes for the next day, fastening and unfastening clothing by him/herself, and helping to clear the table after meals. As the jar fills up, open it and read the strips of paper out loud to your child - s/he'll beam to hear what s/he's accomplished!

## SOCIAL-EMOTIONAL DEVELOPMENT

Developing skills in self-management, self-help, and routines.

### Pre-K Standard 2.0 (Self-direction)

#### **Your child may begin to:**

- Separate easier from you or other adults.
- Engage in routines and activities with less adult direction.
- Use self-help skills more effectively.
- Use toys and materials with care.
- Clean up and/or put away toys when finished.

#### **Tips to help your child develop skills in self-management, self-help, and routines:**

- Model appropriate methods for handling objects, cleaning up, etc.
- Provide opportunities for child to do things for him/herself.
- Discuss issues of carelessness, destruction of property, etc. when they occur and discuss suggestions for resolving the problems.
- Use a specific good-bye routine that is supportive and eases a child's separation.
- Allow children to participate in the rulemaking process.

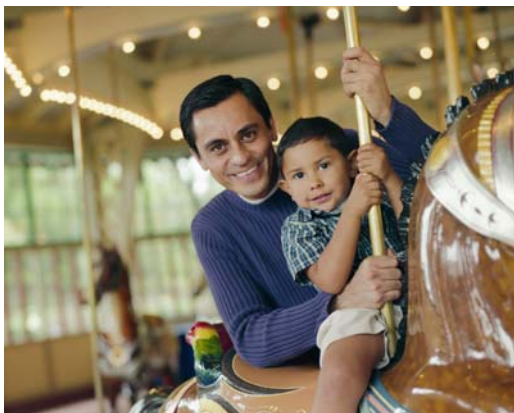


#### **Family Activity: "My Picture Schedule"**

*(Virtual Pre-K, All About Me, Lesson 10A)*

Supplies: Old magazines, paper, cardboard, tape, pens or markers, book bag or backpack

Three or four weeks before they start a new class, make a simple picture schedule of a day that includes school. Cut from a magazine or draw a picture that represents each major time block of the day. Label the pictures and then tape them in chronological order on a piece of paper or cardboard. A typical schedule may include pictures of breakfast at home, a school, indoor or outdoor play after school, dinnertime, bath time and evening story time. Make a special introduction of the school picture, putting it in its proper time slot and then pretending to get ready for school at that time. Pick out a book bag or back pack and let your child play with it during the day. About a week before child care or school begins, have your child pick out their clothes for school. The night before their new program begins, let them help to prepare their lunch and things that they want to take to their new class.



## SOCIAL-EMOTIONAL DEVELOPMENT

Developing skills in identifying and expressing feelings.

*Pre-K Standard 3.0 (Identification and Expression of Feelings)*

### **Your child may begin to:**

- Identify a variety of feelings (anger, sadness, fear, happiness).
- Express feelings, needs, or wants in appropriate ways.
- Show an awareness of feelings in others, and may comfort friends or others when needed.

### **Tips to help your child identify and express feelings:**

- Create an environment where children feel safe and secure and where their feelings are accepted.
- Encourage your child to evaluate themselves (e.g., “Was that easy or hard for you?”)
- Celebrate your child’s accomplishments.
- Respect and accept your child and help him/her feel unique and special.
- Engage in frequent conversation with your child about his/her interests, activities, feelings, and perspectives.



### **Family Activity: “My Feelings Book”**

*(Virtual Pre-K, All About Me, Lesson 4B)*

Supplies: Construction paper, a marker or pen, digital camera, photographs or old magazines, tape or glue, stapler

Start by describing your feelings in different situations (examples: “I felt happy when...”, “I felt surprised when...”). Ask your child to describe times when s/he felt happy, sad, angry, etc. On separate pieces of construction paper, write down what your child says about each feeling. Next, take photograph pictures of your child pantomiming the facial expression for each feeling s/he describes (you can also clip pictures of people’s expressions from magazines or have your child illustrate the feelings). Tape or glue each picture onto the page with its corresponding feeling, and staple the book together. (Stapling the book should be done by you.) Then, find a cozy place where you and your child can read the Feelings Book together.

## SOCIAL-EMOTIONAL DEVELOPMENT

Developing positive interaction skills with other children and adults.

*Pre-K Standard 4.0 (Interactions with other Children and Adults)*

### ***Your child may begin to:***

- Show affection towards adults and friends.
- Express common courtesy to others (e.g., “please,” “thank you,” excuse me”).
- Respect the rights and belongings of others (e.g., taking turns).
- Showing problem-solving skills (e.g., ask for help, talk about feelings, talk about problems, negotiate solutions with others).
- Begin to share and invite other children to join in their play.
- Have a preferred playmate or prefer to play alone.



### ***Tips to help your child to develop positive interaction skills with other children and adults.***

- Model trust, honesty, respect in dealings with children and adults.
- Use books to help children take the perspective of others and/or help with problem solving.
- Model the words and behaviors of politeness and common courtesy.
- Provide many opportunities for sharing.
- Support and model empathy.
- Point out and celebrate similarities and differences between children and families.

### **Family Activity:** “Home School Journal”

*(Virtual Pre-K, All About Me, Lesson 1B)*

**Supplies:** Blank notebook, stickers, crayons or markers

Use stickers, crayons and/or markers to decorate the notebook as your journal. Send the journal to school with your child carrying a message you've written. Ask the teacher to read it to your child during the day. In your message, you might ask your child what s/he is doing at school and give words of love and support. S/he can dictate a response to the teacher, add her own drawings, and bring it back home for you to read. Keep the "conversation" going by following up with words of encouragement. You can leave messages for each other daily, two or three times a week, or weekly.



## SOCIAL-EMOTIONAL DEVELOPMENT

Developing positive social behaviors in play and group settings.

### *Pre-K Standard 5.0 (Pro-Social Behaviors)*

#### ***Your child may begin to:***

- Play independently.
- Play in pairs and in small groups.
- Engage in dramatic or pretend play.
- Start play with others or enter into play with a group of other children.
- Engage in cooperative groups to work on a task.
- Take turns with teacher support.
- Show sharing ability.



#### ***Tips to help your child develop positive behaviors in play and group settings:***

- Provide opportunities for children to play in groups or with a partner.
- Support and model empathy.
- Point out cooperative/sharing behaviors.
- Model taking turns.
- Read books that demonstrate respect for the feelings of others.



#### **Family Activity: A Play Date**

Encourage your child to invite a friend from their class to your home to play. You can make some suggestions for their activities or just let them enjoy their time together. Make it a fun experience by inviting the parents at the same time.

Encourage the children to cast a play and other family members can join in. Clothes become costumes and couch cushions make great props. The children can come up with their idea and dictate the story to you to write down.

When everyone is ready, give the children the written story to "read" to the actors while they act it out. The children will be having a social and reading experience, even though they will be mostly recalling the story from memory. Most importantly, have fun.

## SOCIAL-EMOTIONAL DEVELOPMENT

### Developing attending and focusing skills.

#### Pre-K Standard 6.0 (Attending and Focusing Skills)

#### Your child may begin to:

- Focus on a task for more than 10 minutes.
- Move on to a new activity without showing signs of stress.
- Use words and non-verbal skills in conversations (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, making eye contact).
- Show the ability to delay gratification to complete larger task.



#### Tips to help your child develop attending and listening skills:

- Allow your child to pursue his/her own interests.
- Allow an extended period of time to work on specific tasks and/or projects.
- Provide a variety of materials/supplies for children to complete tasks/projects (e.g., crayons, books, glue).



#### Family Activity: "Reading at Home"

(Virtual Pre-K, All About Me, Lesson 6A)

**Supplies:** Children's picture books (from home or library), a cozy place to sit together

Choose a book together. Talk about the story before you start reading to give your child a sense of anticipation. Use the picture from the cover or one from within the book to ask what your child thinks might happen in the story. As you read, relate the story to your child's life and experiences (for example, "The Three Little Pigs are brothers. Do you have any brothers?" or "The Three Bears went to the park. Do you remember a time when you went to the park?"). Talk about the colors, shapes and number of things you see in the pictures. Before you finish the book, have your child guess what the ending might be. When you're done, ask what s/he liked best about the story.

## CIVICS

Understanding why society needs rules, laws, and governments.

*Pre-K Standard 1.0 (Rules and Law)*

### **Your child may begin to:**

- Follow clear home or classroom rules.
- Participate in group decision making.
- Follow rules made with adults and/or peers in a game or play.
- Follow safety rules.



### **Tips to help your child understand why society needs rules, laws, and government:**

- Talk about rules for your family and home.
- Talk to your child about appropriate rules before entering a library or place of worship.
- Play a variety of simple games (e.g., board games, card games, or ball games) with your child. Comment on “my turn” and “your turn.”
- Model safety rules (e.g., wear your seat belt while in the car, wear a helmet while biking, and wait for the “walk” signal at crosswalks.



### **Family Activity: “Safety Cube”**

*(Virtual Pre-K, Taking Care of Me, Lesson 10B)*

Supplies: A medium sized square box (cube), white wrapping paper, scotch tape, glue, markers, child-safe scissors, six pictures relating to outdoor safety measures (e.g., traffic light, seat belts, crossing guard, stop sign, cross walk, bicycle helmets)

Cover the box with white paper. Explain to your child that we also call this square box a cube, and you will be creating an outdoor safety cube. Cut out magazine pictures or draw pictures that represent safety measures for outside activities. For example, you might choose a picture of a stop sign. Explain to your child why it is important to be able to identify this sign when crossing the street or driving in a car. Choose five additional pictures and also explain their importance for safety awareness outside. After you choose six pictures, glue one picture on each side of the cube. Label the pictures with the names of the object in the picture. Take turns with your child rolling the cube, and have him/her explain the importance of the picture that appears on the top of the cube after each roll, to outdoor safety rules. Talk about places where you have seen the different safety objects on the cube.

## ECONOMICS

Understanding economic concepts including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities.

### *Pre-K Standard 1.0 (The Economic Way of Thinking)*

#### **Your child may begin to:**

- Decide between two choices.
- Be aware that adults work in order to earn money to buy the food, clothing, and housing that a family needs.

#### **Tips to help your child begin to understand economic concepts:**

- Create opportunities for your child to choose and discuss consequences of choices.
- Involve the child in using real money in everyday situations.



#### **Family Activity: "Banks"**

Supplies: A child's own "piggy bank," a tin can, a jar, or any other container that could be used to store money

Introduce the concepts of banks for children by telling them that they are a place to keep our money until we need it later. Show children that checks are letters to the bank that tell them to give money to the grocery store or other place of business. Show your child a bank (ATM) machine and discuss how this is a way to get some of your money out of the bank when it is needed.

Start a money collection with your child by making or using a piggy bank to store their earned money. Discuss how after a certain period of time they might have enough saved to buy something special.

## ECONOMICS

Understanding various forms of money, how money makes it easier to trade, borrow, save, invest, and compare value of goods and services.

### *Pre-K Standard 5.0 (Money)*

#### ***Your child may begin to:***

- Show the roles of consumers through dramatic or pretend play.
- Play store or restaurant with play or real money, receipts, credit cards, telephones.
- Recognize that things have to be paid for with money and that sometimes he/she can't buy what is wanted if there is not enough money.
- Understand that money is necessary to make purchases.
- Recognize the various coins and bills.



#### ***Tips to help your child understand various forms and uses of money:***

- Provide materials for pretend play.
- Use the names of coins and currency and their worth for children to hear and understand.
- Involve your child in using real money to help buy items.
- Allow the child to “pay” for a purchase.

#### ***Family Activity: “Shopping Day”***

Talk to your child about what you need to buy at the grocery store. Take your child with you to help select the items that you need and have them help you with the money at the check out stand. Let them get the receipt and discuss what you bought at the store.



## ECONOMICS

Understanding the U.S. economic system as a whole in terms of allocating resources, production, income, unemployment, price levels, and variations in individual income levels.

*Pre-K Standard 6.0 (The U.S. Economy as a Whole)*

### **Your child may begin to:**

- Show an understanding of the consumer's role through pretend play.
- Role play different occupations.
- Talk about what he/she wants to be when grown up.
- Be aware of the fact that adults work to pay for necessary items, housing, food, etc..



### **Tips to help your child understand the U.S. economy as a whole:**

- Read books about many different occupations.
- Help child think about questions they may have about various careers and talk to or about people in these careers.
- Help child think about their future careers/jobs.



### **Family Activity: "Playing Store"**

Supplies: Used cans, boxes, small toys

Help your child accumulate the above items or anything else that could be used to play store. Design price tags for the goods, remembering to set prices from a child's perspective, with 5- and 10-cent items being popular. Provide some play money. Help the children divide up tasks: shoppers and clerk. Remember that the objective is for them to experience the fun of shopping and of basic money exchange.

## GEOGRAPHY

Understanding the use of maps, globes, and other geographic tools to locate and understand information about people, places and environments.

### *Pre-K Standard 1.0 (The World in Spatial Terms)*

#### **Your child may begin to:**

- Identify direction and location (e.g., up/down, above/below).
- Name and point to body parts.
- Ask many questions about what he/she sees and finds.
- Move in directions by a command (e.g., forward, backwards, sideways, left, right).
- Identify and locate familiar places.
- Recognize that streets have signs and houses have numbers.
- Make roads for toys trucks, bikes, or cars.



#### **Tips to help your child understand the world in special terms:**

- Allow many opportunities for child to explore environment.
- Allow child to climb, run, jump, and roll to physically experience space.
- Play games such as “Simon Says,” “Mother May I” to help child move in various directions.
- Use positional and directional words like “above” and “below,” or “left” and “right.”
- Use words that describe color, size, shape, etc..
- Read and use maps and globes.
- Provide maps and discuss routes for trips.



#### **Family Activity:** “Learning My Address”

Explain to the child how a person’s physical address tells other people exactly where they live. Show him/her where the house or apartment number is located, where the street name is and that the street name is the same for everyone on that street and that everyone in the neighborhood lives in the same town and state. Explain to children that if they would get lost they should find a police officer and tell the officer their address and phone number. Go over the address and phone number with your child throughout the month. Be very patient. The address and phone number is a very difficult task for a preschooler to learn but also very important. Repeat this discussion many times.

## GEOGRAPHY

Understanding the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.

### *Pre-K Standard 2.0 (Places and Regions)*

#### **Your child may begin to:**

- Share information about their family practices, customs, and culture.
- Be exposed to diverse family practices, customs and culture.
- Learn the name of his/her own city or town.
- Give information about where he/she lives.
- Express how others are similar or different from one another.



#### ***Tips to help your child understand culture, places and regions:***

- Discuss characters in books, talking about feelings of the characters, similarities and differences in appearances, etc..
- Read books and listen to music that represent a variety of cultures and traditions.
- Model kindness and caring for all people.
- Provide opportunities for your child to discuss physical changes (e.g., increases in his/her height, weight).
- Discuss the city, state, and country where your family lives in relation to other people.



#### **Family Activity: “My Heritage Placemat”**

*(Virtual Pre-K, All About Me, Lesson 9B)*

**Supplies:** 12" x 18" sheet of construction paper, crayons or markers, family photos, magazine clippings (flags, pictures of your country of origin, etc) family recipes, stickers, scissors, glue, plastic wrap or clear adhesive shelving paper

Using crayons, markers, family photos, magazine clippings, family recipes and stickers, decorate a sheet of 12" x 18" construction paper to represent your cultural or family heritage. Then use plastic wrap or clear shelving paper to cover the placemat and keep it protected so your child can use it at mealtimes. As you pick out family pictures, discuss your family's heritage and who the people in the pictures are. Choose favorite family recipes that are reflective of your heritage and talk about how those recipes have been passed down from older generations.

## GEOGRAPHY

Understanding how physical processes shape Earth's surface patterns and ecosystems.

### Pre-K Standard 3.0 (Physical Systems)

#### Your child may begin to:

- Identify familiar weather conditions (e.g., rain, sunshine, snow, fog).
- Use words such as hard/soft, rough/smooth, and water/land when describing surfaces.
- Identify various natural features.
- Determine what type of clothing to wear based on the weather.
- Identify seasons by temperature or other characteristics.
- Draw pictures representing seasonal changes.



#### Tips to help your child understand culture, places and regions:

- Talk about clothing choices based on weather.
- Discuss experiences of being in different weather patterns (e.g., rain, snow, wind, sun).
- Discuss how things look different in different weather patterns (e.g., when it is foggy, when it is raining).
- Look at thermometers and discuss the numbers.
- Watch and discuss the weather forecast.
- Talk about clouds and what they might predict about the weather.

#### Family Activity: "Clothes Hunt"

(Virtual Pre-K, Taking Care of Me, Lesson 10A)

**Supplies:** Clothing items for different weather

Gather clothing items for different weather conditions such as sunny and hot (ex. bathing suit, shorts), snowy and cold (ex. snow boots, parka), and rainy and wet (ex. raincoat, umbrella). Select a variety and identify each one with your child. Hide the clothing around the room and ask your child to find something for one of the weather condition categories. If an item is found that does not belong in that category, ask your child to put the item back where it was found. It may be retrieved another time. (This encourages memory skills.) Once your child has found an item that goes with the category you gave, choose another weather condition. After a few turns, allow your child to hide the clothing and ask you to find the right items for a weather category she/he chooses.



## Resources

- Brazelton, T., and Greenspan, S. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish*. Cambridge, MA: Perseus Publishing.
- Brazelton, T.B., and Sparrow, J.D. (2001). *Touchpoints three to six: Your child's emotional and behavioral development*. Reading, MA: Perseus Books.
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Schiller, P., and Bryant, T. (1998). *The values book*. Beltsville, MD: Gryphon House.

Seefeldt, C. & Galper, A. (2000). "Wants and needs: Beginning economic concepts, active experiences for active children. Upper Saddle River, NY: Prentice Hall.

## Additional Websites:

[www.doe.nv.gov/equity/prekstandards.htm](http://www.doe.nv.gov/equity/prekstandards.htm) (To download complete copy of Nevada's Pre-K Standards)

[www.hippyusa.org](http://www.hippyusa.org) (Home Instruction for Parents of Preschool Youngsters))

[www.patnc.org](http://www.patnc.org) (Parents as Teachers National Center)

[www.pbs.org](http://www.pbs.org) (PBS)

[www.naeyc.org](http://www.naeyc.org) (National Association for the Education of Young Children (See Position Statement on School Readiness and Signs of Quality Programs)

[www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org) (National Research Council)

[www.pppctr.org](http://www.pppctr.org) (Practical Parenting Partnerships)

[www.ed.gov](http://www.ed.gov) (U.S. Department of Education)

[www.virtualpre-k.org/reno/en/](http://www.virtualpre-k.org/reno/en/) (Virtual Pre-K website)

[www.familyeducation.com](http://www.familyeducation.com) (Family Education Network)

[www.nea.org/parents](http://www.nea.org/parents) (National Education Association)

[www.ncpie.org/](http://www.ncpie.org/) (National Coalition for Parent Involvement in Education)

[www.npin.org](http://www.npin.org) (National Parent Involvement Network)

[www.pta.org](http://www.pta.org) (Parent Teacher Association)

[www.teachersandfamilies.com](http://www.teachersandfamilies.com) (Teachers and Families Working Together)

[http://www.parenting.org/archive/precious/parenting/2001-02/Nov02\\_build\\_self-worth.asp](http://www.parenting.org/archive/precious/parenting/2001-02/Nov02_build_self-worth.asp)  
(Resources on building self worth in children)

[www.aap.org](http://www.aap.org) (American Academy of Pediatrics)

[www.aacap.org](http://www.aacap.org) (American Academy of Child and Adolescent Psychiatry)

[www.aboutourkids.org](http://www.aboutourkids.org) (About Our Kids)

[www.mentalhealth.org/child](http://www.mentalhealth.org/child) (Caring for Every Child's Mental Health Campaign)

[www.earlychildhood.com](http://www.earlychildhood.com) (Early Childhood)

[www.familyeducation.com](http://www.familyeducation.com) (Family Education Network)

[www.family.go.com](http://www.family.go.com) (Family Fun)

[www.kidspych.org](http://www.kidspych.org) (Games and Books)

[www.ericseece.org](http://www.ericseece.org) (Educational Resources Information Center)

[www.parentinginformation.org](http://www.parentinginformation.org) (Mental Health Parenting Information)

[www.npin.org](http://www.npin.org) (National Parent Information Network)

[www.positiveparenting.com](http://www.positiveparenting.com) (The Positive Parenting

[www.doe.nv.gov/equity/prekstandards.htm](http://www.doe.nv.gov/equity/prekstandards.htm) (To download complete copy of Nevada's Pre-K Standards)

[www.ciera.org](http://www.ciera.org) (Center for the Improvement of Early Reading (CIERA))

[www.ed.gov](http://www.ed.gov) (Federal Even Start Family Literacy)

[www.hippyusa.org](http://www.hippyusa.org) (Home Instruction for Parents of Preschool Youngsters))

[www.reading.org](http://www.reading.org) (International Reading Association)

[www.famlit.org](http://www.famlit.org) (National Center for Family Literacy)

[www.nifl.org](http://www.nifl.org) (National Institute for Literacy)

[www.patnc.org](http://www.patnc.org) (Parents as Teachers National Center)

[www.pbs.org](http://www.pbs.org) (PBS)

[www.naeyc.org](http://www.naeyc.org) (National Association for the Education of Young Children (See Position Statement on School Readiness and Signs of Quality Programs))

[www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org) (National Research Council)

[www.pppctr.org](http://www.pppctr.org) (Practical Parenting Partnerships)

[www.rif.org](http://www.rif.org) (Reading is Fundamental)

[www.ed.gov](http://www.ed.gov) (U.S. Department of Education - America Reads Program)

[www.ala.org/ALSCTemplate.cfm?Section=ALSC](http://www.ala.org/ALSCTemplate.cfm?Section=ALSC) (American Library Association)

[www.reading.org/choices](http://www.reading.org/choices) (International Reading Association Children's Book Council Joint Committee)

[www.nypl.org/branch/kids/gloria.html](http://www.nypl.org/branch/kids/gloria.html) (New York Public Library, listing *100 Picture Books Everyone Should Know.*)

[www.cbcbooks.org/](http://www.cbcbooks.org/) (Children's Book Council)

[www.familyeducation.com](http://www.familyeducation.com) (Family Education Network)

[www.icdlbooks.org/](http://www.icdlbooks.org/) (International Children's Digital Library).

[www.nea.org/parents](http://www.nea.org/parents) (National Education Association)

[www.ncpie.org/](http://www.ncpie.org/) (National Coalition for Parent Involvement in Education)

[www.npin.org](http://www.npin.org) (National Parent Involvement Network)

[www.acs.ucalgary.ca/~dkbrown/](http://www.acs.ucalgary.ca/~dkbrown/) (The Children's Literature Web Guide)

[www.pta.org](http://www.pta.org) (Parent Teacher Association)

[www.teachersandfamilies.com](http://www.teachersandfamilies.com) (Teachers and Families Working Together)

[www.teachersandfamilies.com/open/psreading.cfm](http://www.teachersandfamilies.com/open/psreading.cfm) (Listing of books to read with your child)

[www.teachersfirst.com/100books.htm](http://www.teachersfirst.com/100books.htm) (A listing of good books for children)

[www.teachersandfamilies.com/open/readingtips.html](http://www.teachersandfamilies.com/open/readingtips.html) (Tips for reading to your preschool child)

[www.teachersandfamilies.com/open/parent/index.html](http://www.teachersandfamilies.com/open/parent/index.html) (Parenting tips related to reading and literacy)

[www.readwritethink.org/resources/index.asp](http://www.readwritethink.org/resources/index.asp) (Additional listing of resources for children)